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ABSTRACT

Designed to help inservice teacher educators guide teachers in training and using paraprofessional assistance in the classroom, this inservice packet provides complete lesson plans for six sessions of 45 minutes to an hour. Specific objectives for this inservice plan are to involve classroom teachers with the following activities: (1) determining and listing ways a volunteer/aide can assist in their classroom; (2) developing a communication vehicle for setting daily or weekly tasks for a paraprofessional or volunteer; (3) planning an orientation program for the paraprofessional and volunteer; and (4) developing evaluation procedures for continuous progress checks of paraprofessional-teacher working relationships. The packet also includes a glossary of terms, references, and forms useful in volunteer programs. (Author/DS)

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"Teachers Using Volunteers and Aides"

An Inservice Teaching Packet

By:

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Marion County Schools
Ocala, Florida 1978

6-20 Points
Type E

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OVERVIEW OF INSERVICE

The following Inservice Packet is designed to guide you in training teachers in the use of paraprofessional assistance in the classroom. Complete lesson plans are included for 6 sessions designed to last about 45 minutes to an hour each. The range of points for component completion is 6-20. It is suggested that up-dating meetings be held throughout the school year after the initial trining period to share progress and evaluate the program. Teacher participants will receive one point for each up-dating session beyond the 6 points from training up to 20 points total. These updating sessions are particularly important from your perspective as a trainer with concern that the program continue to operate smoothly even after initial enthusiasm has quieted.

Specific objectives for this inservice are:

Classroom teachers who participate will:

1. Determine and list ways a volunteer/aide can assist in their classroom.
2. Develop a communication vehicle for setting daily or weekly tasks for a paraprofessional or volunteer.
3. Plan an orientation program for the paraprofessional and volunteer.
4. Develop evaluation procedures for continuous progress checks of paraprofessional-teacher working relationships.

Successful completion of the component will be evidenced by the completed:

1. Job descriptions.
2. Communication vehicle.
3. Evaluation process forms.
4. Observation of the teacher/paraprofessional team by the resource teacher.

The packet also includes a glossary of terms, references available in Marion County, and forms useful in volunteer programs. Materials needed for each lesson are listed at the onset of session plans.

INTRODUCTION

The era of accountability has placed a burden of paperwork and extra tasks on today's classroom teacher. Skills checklists, increased frequency of testing, individual folders, and detailed planning inherent in diagnostic and prescriptive teaching require much time and effort. Often a teacher feels that these tasks take up too large a percentage of daily time. Attention given to meeting individual children's needs and actual teaching time decreases proportionately.

One logical solution is the use of paraprofessional assistance in the classroom to extend a teacher's eyes, ears, and hands. Whether a paid aide or volunteer steps in to assist teacher and students, the results are the same-- more time spent with children reinforcing skills, enriching the curriculum, or simply sharing a story. We cannot afford to lose this valuable resource for our schools and children. Paraprofessionals tip the scale towards more student contact time, and isn't that what teaching is all about?

The key to successfully integrating paraprofessionals into the educational program is training. Both teachers and paraprofessionals benefit from techniques and principles of teamwork and planning. You have taken on the task of preparing teachers to effectively use paraprofessional assistance in the classroom. Many of the same principles apply to aides and volunteers. To make the training successful, you must truly believe in paraprofessional help for our schools. Your enthusiasm and determination to make the teacher-paraprofessional team a reality must be contagious. The school principal ideally should also be involved in this training. His or her leadership is vital to the acceptance and functioning of your program.

Good luck in your training program and in implementing (into your school program) the paraprofessional assistance you select. When you find yourself asking how you ever got along without paraprofessionals, you'll know you were successful!

Sessions

I. "Hurry! Hurry! Hurry!"

- Rationale for Volunteerism
- Uses of Volunteers

II. "Open Line"

- Communication
- Expectancies
- Ethics

III. "Where Do I Apply?"

- Job Descriptions
- Planning

IV. "Let's Get Going"

- Orientation
- Evaluation
- Recognition

V. "Howdy Pardner!"

- Team Building
- Writing the job description

VI. "Come Into My Parlor"

- Scheduling
- Details

GLOSSARY OF TERMS

Paraprofessional:	a non-certified person working in the school community (to include both volunteers and aides).
Volunteer:	a person working in the school community who received no financial compensation for services rendered.
Aide:	a non-certified person working in the school community who is a paid employee of the school board.
Team Building:	activities designed to develop a cooperative working relationship between a teacher and a paraprofessional.
Expectancies:	specific behaviors and performance requirements that a teacher or paraprofessional may anticipate occurring in his or her partner.
Job Description:	a detailed account of tasks to be performed in a specific position including schedule information, supervisor's name, and duration of the position.

Session I

"Hurry! Hurry! Hurry! Get Your Red Hot Volunteers!"

A. Overview

This session is a sales pitch for volunteerism. The objective is to get teachers excited about the prospect of paraprofessional assistance in the classroom and to build enthusiasm for the training program.

B. Materials Needed

Overhead Projector and Screen
Transparencies I and II
Display of assorted Volunteer Literature
Copies of "The General Goals of the School Volunteer Program"
Posterboard and a magic marker
Film "Using the Services of the Svhool Volunteer" & Projector -OR-
V.T.R. - "Helpers; Personalizing the Reading Process" & Video Tape Equipment

C. Lesson

(Transparency I)

Volunteers are becoming a way of life and a vital resource we in the public schools cannot afford to ignore. Trends in education today take us deeper and deeper into paperwork and accountability. The most important factor remains contact with individual students. A volunteer can be an extension of the teacher's arm, eyes, and ears to touch a child. Volunteers can make a difference!

There are many ways volunteers can serve within a school community. Opportunities are limited only by the creative potential of the teacher-volunteer team. Volunteers have tutored in reading and math, led enrichment activities such as are and drama, read aloud to students, work in learning centers, and assisted in the library to name a few of their many contributions.

(Transparency II)

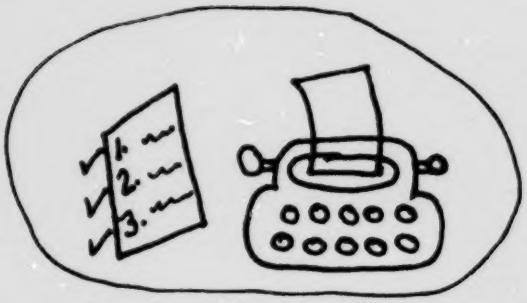
Children in classroom all over the United States and in Marion County have welcomed their volunteers with open arms and eager minds. Individual attention and the relationships developed are the reason for their warm reception of an extra "grown-up" in their classroom.

TRANSPARENCY I

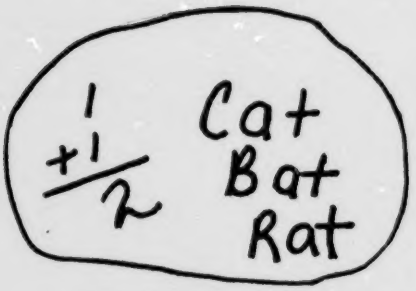
"FOR NOT EVEN THE PRICE OF ONE THING DIME YOU CAN GET FOR YOURSELF A DYNAMIC SET OF EXTRA HANDS IN YOUR CLASSROOM. STEP RIGHT UP LADIES AND GENTS, DON'T BE SHY.

GET A VOLUNTEER IN THE BLINK OF AN EYE!"

TRANSPARENCY II



TO ASSIST WITH CLERICAL WORK



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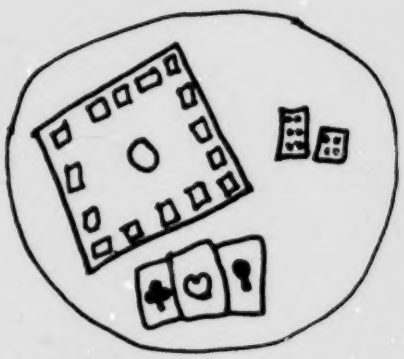
AN EXTRA SET OF "HELPING HANDS"



TO MAKE GAMES

TO READ

TO SHARE

Teachers, hesitant at first perhaps, have responded enthusiastically when asked if they wanted to keep their volunteers or have another next year. They have found that extra assistance in daily classroom routines has multiplied the possibilities for meeting children's needs. A sense of enthusiasm and teamwork is built through sharing the growth of their children with another concerned adult who will lend a helping hand to make meeting objectives a reality.

Volunteers are richly rewarded at having made a difference in someone's life. As their satisfactions grow, they become better at their jobs and bring more energy to their responsibilities. (It's a good idea to invite the school principal to this first session and offer him or her the opportunity to welcome and speak to the volunteers.)

D. Activity

Have participants break into groups (or work individually) to brainstorm ideas on uses of volunteers in your particular school community as well as in their classrooms.

Discuss as a large group the ideas developed.

Using posterboard, have one participant compile a list of uses for paraprofessionals as they are discussed.

(Pass out copies of "The General Goals of the School Volunteer Program" - from Orienting and Training School Volunteers, Florida State Department)

Share orally "Ways Paraprofessionals Help in the School Community". Be prepared to suggest used of volunteers not thought of by participants. Use "Creative Use of Volunteers", from Orange County Volunteer Office.

Develop goals or goal areas for your schools volunteer program by prioritizing uses for paraprofessionals copied onto the poster. Destinguish between short and long term goals.

E. Optional Activities

Share some examples of types of Volunteer Program in operation in Florida and the U.S.A. This information is available from Dr. Linda Dubaldi at the Florida State Department of Education. (Address availabe in the Resource Section of this packet.)

Show the film "Using the Services of a School Volunteer".

OR

Show the videotape "Helpers: Personalizing the Reading Process" (guide and V.T.R. available at Professional Library.)

The General Goals of The

School Volunteer Program

- to provide individualized educational assistance to students.
- to enrich the students' curriculum and in turn broaden their awareness and experience.
- to improve students' self-evaluation and worth by increasing their opportunity for educational achievement.
- to increase students' self-motivation for learning by providing a positive attitude toward education.
- to encourage the development of self-control and independence in students.
- to provide students with an opportunity to develop social competency.
- to relieve the teacher of some non-instructional tasks and duties.
- to reinforce lesson skills.
- to stimulate community interest, concern and support for the education system.
- to provide an opportunity for interested community members to become involved directly with the educational system and processes.
- to strengthen school-community relations through direct and positive participation in the school.
- to enhance all aspects of the educational process.

From:

Orienting and Training School Volunteers, Florida State Department of Education

Ways Paraprofessionals Help the School Community

Paraprofessionals provide:

1. Increased opportunity for individualization.
2. Increased personaliztion of education.
3. Opportunities for more small group activities.
4. Opportunities for use of new methods, tutoring, learning centers, etc.
5. Helping hands to make instructional aids, games, bulletin boards.
6. Clerical services.
7. Assistance in the library.
8. A listening ear for children.
9. Increased staff morale through lessening teacher time spent on activities other than teaching.
10. Resource information on their careers, hobbies, and interests.
11. Means to assist students who've been absent.
12. Enrichment activities.
13. A means to decrease adult-pupil ration.
14. A chance for students to relate to an adult other than a parent or teacher figure.
15. A chance for the professional teacher to work in a partnership to meet student needs.
16. Improved discipline.

Volunteers specifically provide:

1. A liason between the community and the school.
2. A means of expanding the staff at no extra cost.
3. Parent education as they carry skills learned in school/home to assist their own children.
4. A model from the community.

CREATIVE USES OF VOLUNTEERS

Help children with programmed materials
Grade papers
Make bulletin boards
Tell stories to children
Listen to children read
Conduct flash card drill
Provide individual help with students
Assist in learning centers
Help set up learning centers
Type
Run off dittos
Help in the clinic or library
Check out A/V equipment
Practice vocabulary with non-English speaking students
Make instructional games
Play instructional games with students
Play recreational games with children at recess
Assist with visual screening
Help with Book Fair
Prepare visual teaching materials for teacher
Help "underachievers" and "overachievers"
Reinforce Dolch words
Help children select book
Help select books for class library
Supervise on field trips; parties
Supervise in lunchroom
Supervise at learning center
Supervise at listening station
Make props for plays
Help set up or run bookstore
Help set up or run book exchange on a school wide basis or in one classroom
Gather resource material for teacher
Help children with typing
Help children with sewing, knitting
Help children with cooking projects
Check out books from Public Library for teacher
Set up experiments
Take the roll for attendance
Collect lunch money
Take children for bathroom break
Work on perception activities
Make a list of resources available in library for a project

Reprinted with permission from Eleanor Fisher, District Volunteer Coordinator, Orange County Volunteer Program, Orlando, Florida.

Creative Uses continued

Work with a child at home who is unable to come to school
Help a child who is blind, has a hearing problem, etc.
Prepare teaching materials for teacher
Record test scores
Supervise group while another group is testing
Talk about careers, hobbies, interests, travels
Show filmstrip to group
Assist young children with walking or jumping rope, balance beam
Help students write on large paper or on the board
Work on names of alphabet
Work on recognition of numerals
Work on color words
Help students practice alphabet
Talk to children - be a friend
Provide language experience
Write experience stories for children
Take "dictation" for young
Help with listening activities
Help with motor problems
Help with coordination activities
Expose a child to another language
Assist children with musical instruments
Play a musical instrument for children
Help with science and social studies projects
Assist in building social skills
Make puppets
Dramatize a story
Help with handwriting
Help children do imaginary "grocery shopping" to practice math skills
Provide transportation
List books available in library for extra reading to supplement Basal Readers
Drill spelling words
Assist with assembly programs
Assist in the main office
Make reading carrels from cardboard boxes

Session II

"Open Line"

A. Overivew

This session focuses on communication vehicles, expectancies of both the professional and the paraprofessional, and the ethics of working with volunteers in the school situation.

B. Materials Needed

Copies of:

"The School and It's Staff...."
"The Volunteer's..."

C. Lesson

Communication is at the core of any working situation or program developed in or out of the field of education. People work better together when they understand each other and know what is expected of them.

One of the first things you need to decide before you even meet your volunteer is what you expect him or her to do, be like, think, feel, etc. i.e. What you expect of him or her. Take a moment and think. What characteristics would you list for a school volunteer?

(Take time to discuss this as a group. Encourage each participant to think about his or her own individual expectancies for a volunteer. Ask each participant to then list 5-10 expectancies he or she has for the school volunteer with whom he or she will work. These expectancies should include what the school volunteer could do in the classroom or what he or she should be like personally.

Discuss the participant's expectancies.)

Now you have some idea what you expect of your volunteer. Do any of those expectancies relate to the ethics of working in a school situation?

In the training the volunteers are receiving we are discussing ethics. Volunteers should not see school records, they must maintain a level of confidentiality about the school, students, and teachers with whom they work. They must handle themselves in a professional manner suitable for the school setting. They way a volunteer speaks, dresses, and handles him or her self is important to consider. Punctuality, attendance, a sense of dedication and responsibility, plus a genuine liking for children and adults are all factors in a volunteers attitude or "ethics".

Are there any specific expectancies you have as a group or as individuals that you'd like included in the Volunteer Training?
(Discuss)

Expectancies and ethics apply to the professional half of the paraprofessional - professional team also. The volunteer can reasonably exprect the teacher to:

1. respect them as partners in the education process.
2. brief them as to school policies and procedures.
3. plan for their time in the classroom to be used efficiently and effectively.
4. anticipate information volunteers will need to perform their duties, and
5. avoid assigning tasks beyond the realm of a volunteers capabilities.

(Pass out copies of: "The Volunteers..." and "The School and It's Staff's..." from Orienting and Training School Volunteers, Florida State Department of Ed.

Discuss the responsibilities of teachers and the rights of volunteers.)

An understanding of our expectancies of each other can only come about through communication. "Honesty is the best policy" in volunteer relations as it is in life. If the climate is set for open communication at the onset of the partnership, many problems will be eliminated before they arise. You can imagine how uncomfortable the volunteer will be in a classroom where he or she has no idea what to do. By the same token a teacher who does not clearly communicate the tasks to be accomplished will blame the paraprofessional for not performing when in reality he is eager to help, but confused on directions.

Begin immediately to talk, talk, talk, and talk some more with your volunteer helper. Make every assignment crystal clear. Say what you mean precisely. Do not assume an understanding of educational terms and concepts. The volunteer training will cover much, but remember parparofessionals are not generally trained educators.

After a session or experience ask the volunteer how he or she feels about it - was it a comfortable experience, was enought work provided for the time period; was the task enjoyable; did he or she understand your directions? Encourage the volunteer to answer your questions honestly and form the habit of evaluating each lesson openly. This method allows for constructive criticism to flow and revisions in planning to occur. Allow your volunteer to make suggestions. Any successful businessman will tell you he must trust his partner. Your volunteer is your partner. You have strengths and so does he or she. Capitalize on your combined talents.

An important final aspect of communications in volunteer programs is parent information. Parents of students in the school and your classroom will want to know who is the new adult working with their children. Be sure to share your volunteer program with the P.T.A., Advisory Board, and individual parents. (Samples of letters that can be sent home to introduce a volunteer are included in the References section of this manual. Copies may be made for participants desiring them.)

D. Activity

Between now and our next session each of you need to begin to think about a communication vehicle for your volunteer. By communication vehicle I mean a way in which you will tell your volunteer what is to be done each time he or she comes to school. You may jot notes on a 5 x 7 card, write out plans, keep a folder, utilize a chart, or meet and discuss. Bring your ideas on communication vehicles to our next session. You will be asked what you plan to use. (Allow participants time to begin to develop a communication vehicle if time permits.)

THE SCHOOL AND ITS STAFF's... *

RESPONSIBILITY TO:

Accept and respect the volunteer as a co-worker.

Provide orientation and training to motivate the volunteer and increase the volunteer's skill in an effort to better meet the needs of students.

Use the volunteer to extend services so more can be done within time and budget limitations.

Provide jobs that are meaningful to the volunteer and commensurate with abilities.

Be alert for volunteers with special needs or talents.

Give the prospective volunteer the same attention in regard to placement as a paid employee; assign him a supervisor.

Make it possible for a volunteer to serve on a trial or probationary basis for a specific period.

Realistically outline the time, skills, and needs for carrying out the proposed job; do not undersell or oversell the assignment to the volunteer.

Provide an adequate, pleasant work space and clear instructions; if possible, have a place for volunteers to visit.

Accept the volunteer as part of team, and include the volunteer in training and relevant staff meetings.

RIGHT TO:

Know that the volunteer will not go beyond his/her competencies and authority; that the volunteer will report problem situations that he/she are unable to resolve.

Decline acceptance of a prospective volunteer if the person seems unsuitable for the assignment.

Know that the volunteer will fulfill the assignment as agreed upon or will notify staff sufficiently in advance that he/she cannot complete it.

Know that the volunteer will inform staff of necessary professional and/or specialist service needed by student.

Know that the volunteer will maintain confidentiality; that the volunteer will respect the student and treat him/her with dignity.

Expect the volunteer to ask for a change in assignment if it is either not meeting his/her needs, or is too demanding.

Expect the volunteer to maintain an open line of communication with staff so they can benefit from the volunteer's views and experience.

Expect stimulation and information from volunteer to help maximize effectiveness.

Release a volunteer who is unacceptable or whose skills do not fill a need in the school.

THE VOLUNTEER'S... *

RESPONSIBILITY TO:

Accept the assignment with only as much responsibility as he/she can handle.

Respect confidences of children and the school.

Follow guidelines established by the school such as codes of dress, decorum, etc.

Decline work which is not acceptable; not let biases interfere with job performance.

Use time wisely and not interfere with performance of others.

Use reasonable judgment in making decisions when there appears to be no policy or when the policy is not communicated - then, as soon as possible consult with supervisor for future guidance.

Provide feedback, suggestions and recommendations to supervisor and staff, especially when these may increase program effectiveness.

Be considerate, respect competencies and work as a member of a team with staff and other teacher aides.

Fulfill commitment or notify designated person early enough so that a substitute can be found.

RIGHT TO:

Be assigned a job that is worthwhile and challenging, with freedom to use existing skills or develop new ones.

Be trusted with confidential information that is necessary to carry out an assignment.

Be provided training and supervision for the job; know why he/she is being asked to do a particular task.

Know whether his/her work is effective and how it can be improved; have a chance to increase understanding of self, others, and the community.

Expect that time will not be wasted by lack of planning, coordination and cooperation within the school.

Be kept informed through memoranda, meetings, etc. of what is going on in the school.

Expect valid recommendation and encouragement from supervisor so he/she can move to another job - paid or unpaid.

Be given appropriate recognition in form of awards, certificates of achievement, but even more important, recognition of day-to-day contributions by other educational personnel.

* Adopted from the National Center for Voluntary Action's brochure "Responsibilities and Rights in Volunteer Relationships" by Ruby Sills Miller.

RESPONSIBILITY TO:

Clearly communicate established lines of supervision so the volunteer knows to whom he/she is responsible.

Accept and trust the volunteer with same respect accorded rest of staff.

Explain why a particular task is assigned to a volunteer.

Let the volunteer know how he/she can function better.

Encourage the volunteer to offer suggestions that will improve the volunteer program.

Help new volunteers feel accepted by others.

Be willing to give up a volunteer if he/she is no longer performing a useful function or if an appropriate job is not currently open to him/her.

Extend appropriate recognition and appreciation to volunteers.

Understand that in the case of volunteers, many people are willing to give time without wanting money in return if they are doing something worthwhile.

Ask no more of the volunteer than is agreed upon between the volunteer and the school.

Understand that the volunteer on occasions, may have to reschedule his/her appointment or withdraw from the assignment.

RIGHT TO:

Be prepared by the school to accept volunteers.

Say what service or help he/she needs and wants.

Be accepted by volunteer with a sense of dignity, self-respect, and worth.

Expect the volunteer to keep promises.

Expect that the volunteer will not overstep competencies and will notify proper personnel of a special need.

* *Adopted from the National Center for Voluntary Action's brochure "Responsibilities and Rights in Volunteer Relationships" by Ruby Sills Miller.*

Session III

"Where Do I Apply?"

A. Overview

Job descriptions are an important tool in volunteerism. In this session participants will examine the format and information contained in a job description. Hints on planning for a volunteer will also be discussed.

B. Materials

Job Description forms
Transparency III
Overhead Projector and Screen
Sample job descriptions of Volunteer Jobs in other programs

C. Lesson

In the last session we discussed the importance of developing a comunication vehicle for volunteers. Let's share some of your ideas.

(Share communication vehicles developed by individual participants. Be sure that each teacher selects one for his or her use before proceeding.)

In accepting the assistance of a volunteer, you have also accepted a responsibility to plan effectively for paraprofessional usage. Here are some considerations:

(Transparency III)

1. Volunteers need an overview of the areas in which they will work. They need to know where the teacher is headed, what are the skills to be learned, what are the program goals?

2. Volunteers need to know the characteristics of the age group they are working with on a task.

3. Volunteers need an understanding of the strengths and weaknesses of individuals they'll be assisting.

4. Volunteers need to know the objectives you (as a teacher) have for the task they are performing. For example, are they reading a story with Susie to improve her comprehension or simply to reward her with some individual attention.

5. Volunteers need to have the materials ready for the planned activity. Perhaps you want to use your volunteer in the area of materials control and maintenance, but at first especially the teacher must always have the materials ready for the volunteer's student or group. How to use the materials should also be explained. Use of machinery should be demonstrated and practiced.

6. Volunteers need a way to communicate to the teacher how children have performed on assigned tasks. The teacher and volunteer should decide on a communication vehicle for this purpose. Some teachers have allowed volunteers to make notes on a students folder, other have hime or her correct the paper and give it to the teacher. One good method is to have the volunteer carry a small notepad and mae notes on student performance to be discussed with the teacher at the end of the day.

7. Volunteers need tips on controlling a group, monitoring student attention span, keeping children focused on a task, building self concept, and praise.

The Volunteer Training Program cover many of the above topics. You will want to keep your volunteer turned in to your specific wavelengths on these issues. No training program can tell the volunteer about student's strengths and weaknesses in your reading groups nor can it offer a guide as to your habits with your class. Each teacher has techniques and methods - a style - suited to his or her personality. These must be taught to the volunteer specifically and by example.

The use of a job description as a tool in volunteerism is well respected. The form we will use is from the Volunteer Service Bureau (VISION) Office, 511 S.E. Third Street, Ocala.

(Pass out copies of the job description form.)

The reason for developing a job description is that writing out the information of expectancies, requirrements, and schedule firms it up in one's mind and forces a clarification process. The development of the job description should be done jointly by the professional-paraprofessional team. This will be done at a later session.

The information required on the form is fairly self explanatory. "Job" implies the title of the position. "Purpose", "place", and "duties" are concrete and specific. "Time" and "hours" should be set very carefully. Don't let volunteers overburden themselves with too many hours of service. It is easier to add time, than delete days after the teacher and students come to depend on assistance. It's advisable to start with a light schedule. "Duration" setting is vital. Volunteers are not like good generals who never die. They do not go on forever.

They can find themselves trapped. Setting a stopping point can provide a logical reevaluation time for both volunteer and teacher.

Qualifications should not be limiting for volunteers. For example, a high level of schooling or perfect spelling is not necessary to teach the alphabet to first graders. Set logical qualification only if the job is specific - such as typist or art assistant.

Training will be required so be sure to stipulate that information.

The teacher with whom a volunteer works directly is the "Supervisor". Next in line of course is the building volunteer coordinator. The school principal is ultimately responsible. There should be no real expense to the volunteer except perhaps transportation. Sometimes car pools can be developed.

"Benefits" are many and easy to enumerate. Do not forget to list these. It provides a positive note upon which to end the process of job description development.

In session V you will be writing a job description with your volunteer. You should already have in your mind what you'd like to see on this form and be ready to compare and compromise with your partner.

D. Activity

Have available several examples of job descriptions from various volunteer programs. Examine and discuss these. Job descriptions are available in:

Orienting and Traing the School Volunteer, Florida State Department of Education

Community Involvement, Florida State Department of Education

Job Description Form

JOB:

PURPOSE OF JOB:

PLACE OF WORK:

DUTIES AND RESPONSIBILITIES:

TIME AND HOURS NEEDED:

DURATION OF JOB: (Include minimum length of time for which the volunteer would need to be available i.e. 3 month, 6 months.)

VOLUNTEER QUALIFICATIONS: (age, sex, health, transportation, talents, personal qualities.)

ORIENTATION OR TRAINING REQUIREMENT:

SUPERVISOR:

EXPENSE TO VOLUNTEER:

BENEFITS TO VOLUNTEER:

From:

Volunteer Job Description
Volunteer Services Bureau
511 S.W. Third Street
732-4771

Session IV

"Let's Get Going!"

A. Overview

School volunteer programs need regular maintenance; they do not run themselves. Volunteers must be oriented to the school after training, evaluated regularly and recognized for their great value. This session focuses on these issues.

B. Materials

Copies of:

"101 Ways to give Recognition to Volunteers"
"Orientation Information & Procedures"

C. Lesson

We have discussed how paraprofessional assistance can be used in the classroom and school community. You have determined specifically how you plan to use your extra helper. Job descriptions have been analyzed, communication vehicles set for explaining plans to volunteers. Let's get going!

You and your volunteer partner should be ready to go, right? Wrong! There are a few aspects of orientation you must cover first. The following are vital pieces of information to be discussed in volunteer orientation.

(Pass out and Discuss "Orientation Information & Procedures.")

Once you begin working regularly with your volunteer, these details will fall into a daily routine. You are your paraprofessional's direct supervisor. You will be observing your helper in his or her activities. There should be an evaluation session each time you work together. Discuss how the activities progressed. Was the lesson long enough? Did you plan a suitable task for the child's level? Did the volunteer keep the student on task? How well did the student accomplish the skill attempted? What might have worked better? The feedback you recive from the volunteer should be one means of determining his or her success.

Orientation Information and Procedures

The first session with your volunteer is very important. In this time you will set the tone for your working relationship. You must remain the leader but still make your volunteer feel confident, useful, and an invaluable part of your classroom.

Have you:

1. Explained fire drill procedures?
2. Discussed your methods of discipline and classroom rules?
3. Introduced your volunteer to your colleagues and other paraprofessionals?
4. Shown your volunteer smoking areas, restrooms, parking, and sign-in location?
5. Clearly establish and explained the schedule the volunteer will follow?
6. Toured your classroom observing centers, materials, equipment, etc.?
7. Determined if the volunteer will be eating lunch at the school and made arrangement as necessary?
8. Explained your communication vehicle?
9. Made your volunteer feel a comfortable part of your working situation?
10. Allowed the volunteer to ask questions freely?
11. Decided what procedure you will follow if either of you must be absent?
12. Discussed the school dress code if applicable?
13. Explained school policies and rules?
14. Made name tags for your students to help the volunteer learn names?
15. Provided a place for your volunteer to put personal items such as coat and purse?
16. Smiled!

If you have - You're Ready!!!

You will also be observing your volunteer work with children and perform tasks assigned. How well does he or she carry out your instructions? How do the children respond to the volunteer?

Volunteers realize they will be evaluated at what they do in the school. Evaluations however should be kept informal. There is not need to make helpers overly nervous or anxious by filling out forms in triplicate on their capabilities and/or flaws. If you are having daily evaluation sessions (and you definately should be!) after each session with your volunteer, any problems or suggestion for improvement can be handled here. The evaluation of the morning's activities is less threatening than the evaluation of the person carrying out the activities, yet provides a vehicle for correcting false assumptions and changing bad habits or patterns. Often the problem is simply one miscommunication or misinformation which can be quickly corrected.

I cannot stress enough the importance of these sharing sessions regularly. Neglect in this area can allow minor problems to blossom into major problesm. Any truly big problems should be discussed with your building coordinator.

(Although the author of this training packet believes that evaluation of paraprofessionals should be informal in nature, you may choose to use more formal procedures. To that end forms for evaluation of volunteers are available in the refernces section of this packet.

Forms are also available for total program evaluation by the building coordinator. and evaluation of the program by teachers and volunteers. The use of these is highly encouraged as an end of the year activity. This feedback is vital for program growth and improvement.)

The final point today is the value of PRAISE and a feeling of worth. Teachers know better than anyone else the role of self concept in a child's development. Adults are not different.

Volunteers (especially because they aren't paid) must feel appreciated. A smile and "well done" are often sufficient. The children will reward volunteers on their own. You won't have to tell them. The way to retain a volunteer is to make him or her feel as important as you are in the classroom! You cannot say thank you too often.

Including volunteers in planning and allowing them to accept responsibilities are ways of increasing a volunteer's feeling of worth. Evaluate what you ask them to do regularly to keep their tasks varied and interesting.

Take a personal interest in your volunteer as a person and not just extra hands. Remember her birthday, favorite color, and recognize special talents allowing the volunteer to use them. Be a friend and partner to your volunteer. You'll gain a friend in the process.

There are special occassions to keep in mind. National Volunteer Week or "Your Schools" Volunteer Week or Volunteer Recognition Day can be times to celebrate. Let the children make something for their helper or write stories, letters, or poems, to be put into a booklet and presented to the volunteer. What about certificates, blue ribbons, flowers, or a portrait of the volunteer (drawing by pupils - naturally!)?

(Pass out copies of "101 Ways to Give Recognition to Volunteers".)

Here is a compilation of recognition ideas by Vern Lake of Volunteer Services, Minnesota Department of Welfare.

Remember a volunteer who gets recognition by the heap is a volunteer you'll keep!

The next session will be "Team Building". Both volunteers and teachers will attend.

D. Activity

Have teachers particpate in the following role play situation designed to provide practice in the all important skills of supervision and daily evaluation of a volunteer partner.

Each situation calls for one participants to play "teacher" and one participant to play "volunteer". Allow about 2 minutes per drama then interrupt and discuss.

Situation 1: You observe your volunteer break a class rule.

Situation 2: Several students complain that they do not want to work with Mrs. Schwartzfelder, your volunteer anymore because she's too strict.

Situation 3: You decide your volunteer needs to be more aware of the learning disability problem of a child she's tutoring.

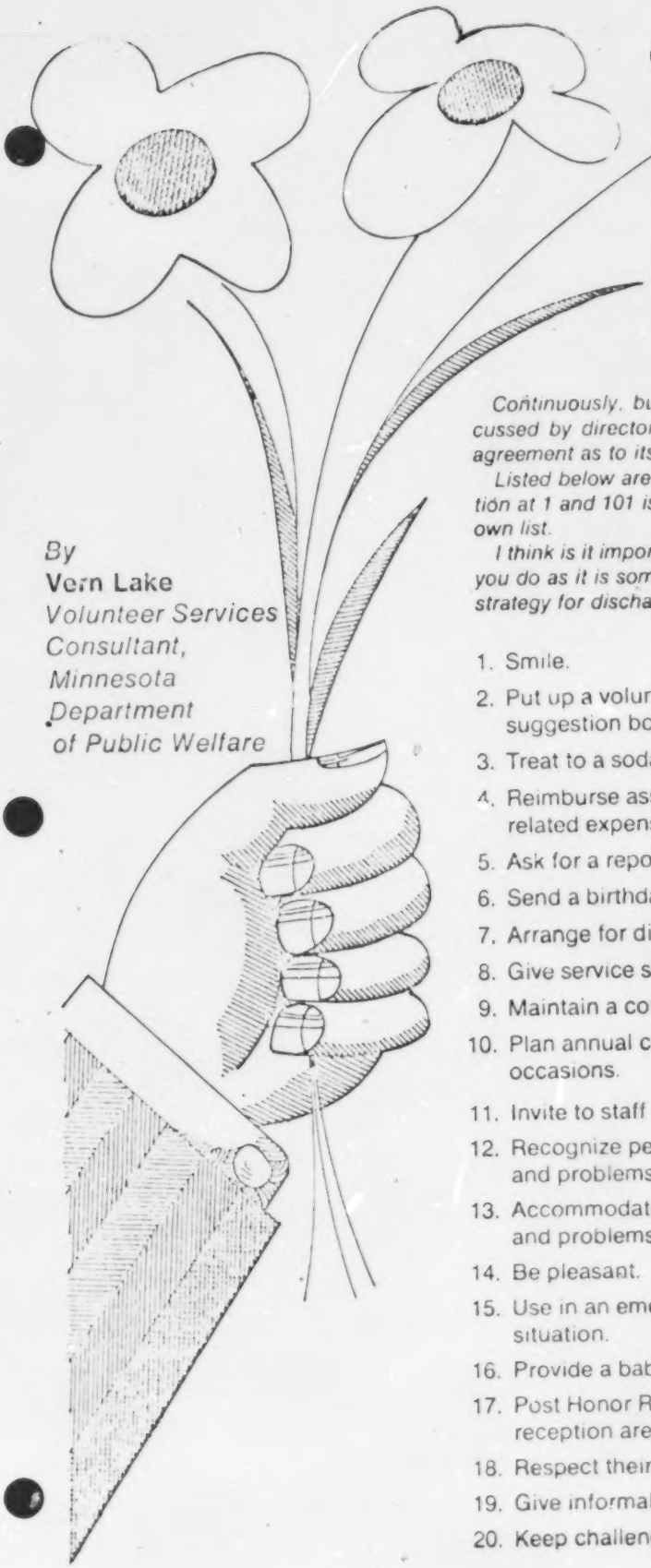
Situation 4: Your volunteer is not following the activities you plan for her just exactly as you intended, but, what she's doing works!

Situation 5: You sense frustration in your volunteer, she/he seems restless and has been absent twice.

Situation 6: You would like your volunteer to try something new - he/she is hesitant.

Situation 7: Your volunteer is rather quiet. Your never feel you know what she really thinks. You decide now it's time for real communication!

Situation 8: Your beautiful activity on long vowel digraphs has thoroughly confused the volunteer. The children were lound and frustrated. HELP!



101 WAYS TO GIVE RECOGNITION TO VOLUNTEERS

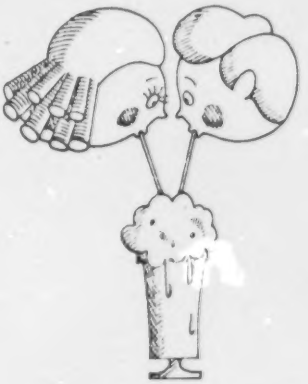
By
Vern Lake
Volunteer Services Consultant, Minnesota Department of Public Welfare

Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

I think is it important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

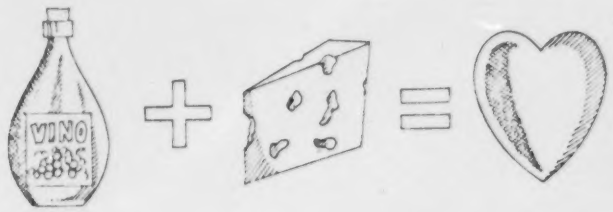
1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.



21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.

27. Award plaques to sponsoring group.
28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.

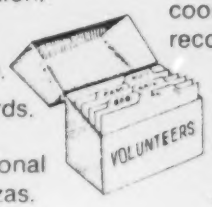
32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.



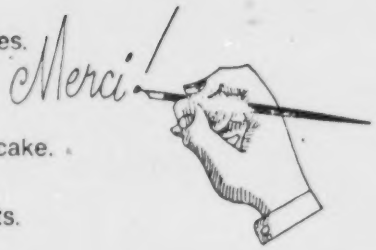
39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.

58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.

64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a *real* person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.



77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.



82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.).
84. Send commendatory letters to prominent public figures.
85. Say "we missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank You."
101. Smile

Session V

"Howdy Pardner"

A. Overview

Tha paraprofessional and professional must become partners and build a solid working relationship. This session provides some activities designed to facilitate this "team building".

B. Materials

Chalkboard, chalk
Directions for Cooperation Square Game on a poster
Envelopes of "square" pieces
Job description forms

C. Lesson & Activity

(As participants enter guide them into groups of 5. Be sure each group is a mix of professionals, paraprofessionals. Do not introduce members of the group to each other. Do not specify who will work with whom yet.

Guide participants through the "cooperation Squares Game". Discuss.)

Match paraprofessionals to the professional they will be teamed with this term.

Allow them some time to get acquainted. Encourage conversation.

Have the team partners develop cooperatively a job description form reflecting a compromise of their joint expectancies. Review for them the points to consider in completing a job description discussed in Session III.

After the job descriptions are completed collect them to make yourself copies. You can return them at the next session.

Tell the professionals that the next and final session will be the orientation program for their volunteer. They need to review the pass out "Orientation Information and Procedures" and come prepared to cover the necessary information.

COOPERATION SQUARES GAME*

LEADER'S GUIDE

PURPOSE

To become more sensitive to how one's behavior may help or hinder joint problem solving.

MATERIALS

Set of squares and instruction sheet for each five participants

Table for each five participants

Stiff paper

Envelopes

PREPLANNING

Before the session, the Volunteer Resource Person or other selected leader should prepare a set of squares and an instruction sheet for each five participants. (See reference sheets A and B.)

PROCEDURE

1. Divide the participants into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet.
2. Ask that the envelopes be opened only on signal.
3. The Volunteer Resource Person or selected leader should begin the exercise by asking what <u>cooperation</u> means. List on the board the requirements for cooperation.
   Example:
   Everyone has to understand the problem.
   Everyone needs to believe that he can help.
   Instructions need to be clear.
   Everyone needs to think of the other person as well as himself.
4. Describe the experiment as a puzzle that can only be solved with cooperation. Read the instruction aloud, point out that each table has a reference copy, then give the signal to open the envelopes.
5. When all or most of the groups have finished, call time and discuss the experience. Ask such questions as
   How did you feel when someone held a piece and you did not see the solution?
   What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem?
   How did you feel about breaking up your square?
   How did you feel about the person who was slow at seeing the solution?
   Was there a climate that helped or hindered?

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COOPERATION SQUARES GAME (continued)

REFERENCE SHEET A

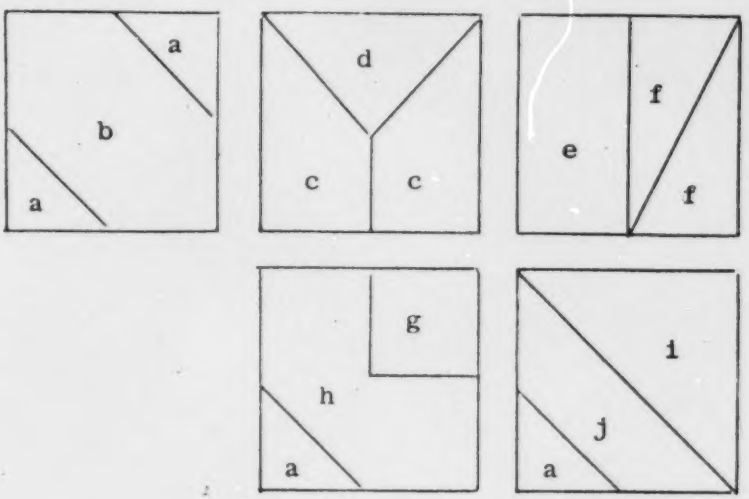
SETTING UP SQUARES

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6"x6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus:

Envelope A--i, h, e
B--a, a, a, c
C--a, j
D--d, f
E--g, b, f, c

Erase the small letters and write instead the envelope letter A through E, so that the pieces can be easily returned for reuse.

By using multiples of three inches, several combinations will form one or two squares. Only one combination will form five 6"x6" squares.



MINI-MODULE 1 - Preparing for a School Volunteer

COOPERATION SQUARES GAME (continued)

REFERENCE SHEET B

INSTRUCTIONS

Each participant should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are of the same size.

These are the rules:

1. No member may speak.
2. No member may ask for a card or in any way signal that he wants one.
3. Members may give cards to others.

Session VI

"Come Into My Parlor"

A. Overview

The goal of these sessions has been to train teachers to more effectively use paraprofessional assistance in the school community. The teacher-volunteer team must operate together smoothly. The last step is orientation. Then it's "come into my parlor!"

B. Materials Needed:

None

C. Lesson

Welcome partners! The hour has almost arrived when you will begin your adventure of working together. There are still a few pieces of information to be covered, a few people to meet, and a 5¢ tour of your work area ahead. This session will be spent in orientation. Your teachers have some final thoughts to share with your volunteers.

Let me remind you that we will have some updating inservice and sharing sessions. I am always available as building coordinator for problem solving or assistance of any kind.

The school community welcomes you volunteers. Good luck to you all in this rewarding experience.

(Discuss participant teams to their various rooms for orientation.)

Remind participants that you will be observing the teams working together throughout the program as part of the evaluation for training component.

References

Steps in Setting Up a School Volunteer Program
(For Volunteer Coordinator)

1. Sell the Program
   - to principal
   - to faculty

2. Recruitment

3. Selection

4. Training
   - of professionals
   - of paraprofessionals

5. Matching Professionals and Paraprofessionals

6. Orientation

7. Maintenance
   - updating inservice
   - sharing sessions
   - details

8. Evaluation

9. Recognition

Ideas for Updating Inservice Sessions
(for Volunteer Coordinator)

I. Sharing Sessions

- New Ideas
- What's worked for certain teachers and volunteers
- Communication vehicle update
- Setting of new goals or revision of former goals
- Expansion ideas for the volunteer program
- How's it going?
- Problem solving

II. Materials

- Display of games, activity cards, learning centers, etc. suitable for a volunteer's usage
- "Make and Take" sessions
- Previews of commercial materials for paraprofessionals
- Inservice on Right to Read Volunteer Materials

III. Parent Education

- Guide volunteers to see adaptions of their skills to tutoring their children at home
- Sharing at a P.T.A. meeting
- Parent Workshop with teacher and volunteer teams explaining their class system, materials, curriculum
- Making packets of parent education materials to send home
- Developing a newsletter with ideas for parents

IV. Public Relations

- Do a slide show
- Take and display pictures of volunteers, teachers, and students working together
- Plan a volunteer fair
- Have a booth at the school carnival
- Sponsor a book fair
- In-house volunteer update newsletter

V. Speakers

-The L.D. Specialist
- The Hearing-Speech Specialist
- A Reading Specialist
- A Math Specialist
- The Librarian
- Karen May, VISION
- Volunteers or teachers from other volunteer programs

Bibliography & Resources

Planning a Volunteers in Education Program, Florida Department of Education

B-2 Modules include the following topics:

"Administering a School Volunteer Program"
"Becoming a School Volunteer"
"Building-one-to-one Relationships"
"Using the Services of a School Volunteer"
"Assisting in the Library-Media Center"
"Helping Students Develop Appropriate Behavior"
"Orientation for Developing a School Volunteer Program"
"Tutoring in Reading and Math"
"Planning Instruction for Teacher Aides"
"Student Tutoring Program"

Orienting and Training School Volunteers, Florida State Department of Education

V.U.E. Orientation Manual, Florida State Department of Education

Recruiting School Volunteers, Florida State Department of Education

On Community Involvement, Florida State Department of Education

Miller, Bette L. and Ann L. Wilmshurst, Parents and Volunteers in the Classroom; A Handbook for Teachers, R & E Research Association, Inc., San Francisco, CA, 1975

Placement Guide

Hints on Matching Paraprofessionals to Professionals
(For the Volunteer Coordinator)

There are many consideration in team building for professionals and paraprofessionals. Keep some of these in mind when matching volunteers to teachers:

1. personality
2. leadership style
3. level of independence
4. age level of students with which the volunteer is most comfortable
5. teaching style of teacher
6. does the volunteer have a child in that room or grade?
7. expectancies of the teacher
8. expectancies of the volunteer
9. hours and days the teacher desires a volunteer
10. hours and days a volunteer can come
11. talents of the volunteer
12. specific strengths of the volunteer
13. requirements of the job assigned
14. convenience of both parties
15. your instinct!

Remember - placement is flexible. Adjustments can be made if necessary.

VOLUNTEER PROGRAM EVALUATION FORM FOR TEACHERS

NAME _____ DATE _____

VOLUNTEER'S NAME _____ VOLUNTEER'S SCHEDULE _____

These forms will be for my information only, so please answer honestly if you will please to help us evaluate fairly our efforts this year. Think about each item and also consider any suggestions you could add to improve our Volunteer Program for next year. A special thanks to you all for participating in our program, and making it the success it has been thus far.

1. What in your opinion is the main value of our volunteer program?

2. What tasks did your volunteer perform for you in your class and with students?

3. Was the training time spent well -- in other words, were our sessions together to get you ready for the Volunteer Program useful to you?

4. What would you like to have presented next time in a training session?

5. Would you be interested in commercial materials available for tutors to use with students?

6. Would you be interested in "home-made" materials or game ideas, etc.?

7. Comment on your volunteer specifically in these areas:

   a. Attendance and punctuality -

   b. Accepting responsibility -

   c. Following directions -

   d. Ability to work with children -

   e. Ability to fit in, (in the classroom, with school staff, etc.) -

8. How could the Volunteer Coordinator have helped you more or differently?

9. Do you feel the Volunteer Program has been well-received by the school community?

10. What things would you like a volunteer to do for you next year?

11. What frustrations, if any, have you experienced this year?

12. Do you feel your volunteer was well-trained?

13. In what things would you like to see the volunteers trained next year? (What things would you like your volunteer to be better able to do?)

14. Do you feel your regular classroom aide adjusted to your volunteer?

15. If so, what things did you do to foster this good feeling, or if not, what needs to be done next time?

16. How did your students feel about the volunteer?

17. What is one thing your Volunteer did, or something that occurred, that you would like to share with the rest of us?

18. List suggestions you have for the program next year.

19. List any comments you have in addition.

20. Do you feel you could or would suggest to another teacher that he or she try having a volunteer? Why or why not?

VOLUNTEER PROGRAM EVALUATION FORM FOR VOLUNTEERS

NAME _____ DATE _____

1. With whom did you work this year?

2. What tasks did you perform?

3. What are the main reasons you decided to volunteer at our school?

4. What are some of the main satisfactions you're getting from your work here?

5. What do you feel are the good points of our Volunteer Program?

6. What do you feel are any bad points?

7. Was the training time we spent useful to you?

8. What would you like to see included in our training?

9. Did your teacher make you feel comfortable working with her?

10. Did you always know what you were expected to do each day?

11. What things would you have liked to do that you didn't get to try?

12. Were you comfortable working with children?

13. What was a problem you had which perhaps we might avoid for next year?

14. How could the building Volunteer Coordinator have been more useful to you?

15. Do you plan to volunteer again next year? Why or why not?

16. Would you recommend being a volunteer here at our school to any of your friends?

17. Have we made you feel welcome and worthwhile?

18. What suggestions would you have to improve our program?

SCHOOL VOLUNTEER EVALUATION

	Inadequate	Below Average	Satisfactory	Strong	Outstanding
PERSONAL QUALITIES					
Appearance and manner					
Mental alertness					
Assumption of responsibility					
Emotional poise					
Ability to present ideas					
Ability to work with students					
Welcomes suggestions; tries to apply them					
ACADEMIC COMPETENCE					
Knowledge of subject matter					
Use of basic skills					
Ability to stimulate pupil progress					
OVERALL EVALUATION					
Has been a definite aid to classroom instruction					
Has helped to free invaluable instructional time					
Has been a motivating force for a student(s)					
Definite academic change seen in student(s)					
Behavior change seen in student(s)					
Pupil response to volunteer					
Communication with volunteer before instruction					
Communication by volunteer concerning pupil progress					

I would be willing to have a volunteer again NO _____
YES _____

SUGGESTIONS AND CRITICISMS:

EVALUATION OF VOLUNTEER PROGRAM

RATING SCALE: Check Column 1 if the service has been excellent.
Column 2 if it has been good.
Column 3 if it needs improvement, and
Column 4 if not applicable.

	1	2	3	4
1. The volunteers have been willing to work under the directions of the teachers and the principal.				
2. The volunteers have been regular in attendance.				
3. The volunteers have worked harmoniously with students.				
4. There was evidence that the volunteers enjoyed working in the school.				
5. There was evidence that the volunteers rendered helpful service.				
6. The volunteers relieved teachers of non-teaching chores.				
7. The volunteers were able to assist in certain phases of the instructional program.				
8. There was evidence that the use of volunteers improved school-community relations.				
9. The time spent in the school per week by the volunteers was adequate.				
10. Our volunteers had special talents, skills, or experiences which were used to enrich the instructional program.				
11. There was evidence that the children enjoyed working with the volunteers.				
12. The volunteers in our school provide appropriate models for students in behavior, speech and dress.				
13. The volunteers did not hinder efforts to maintain good order and pupil-teacher planning in the classroom.				

9. Each volunteer is interviewed at least twice by different people..... ____
10. At least half of the clients we think could benefit from volunteers have them..... ____

ORIENTATION AND TRAINING

11. Require at least five hours volunteer orientation before assignment..... ____
12. Top management and/or regular staff are closely involved in volunteer orientation..... ____
13. We have inservice training meetins monthly or more often..... ____
14. Films and/or tapes, and/or slide shows, and/or role plays used for at least 25% of the total training time..... ____
15. Each new volunteer receives and keeps a written orientation manual..... ____
16. Systematic effort to orient staff to working with volunteers..... ____

ASSIGNMENT, WORK ROLES

17. We have at least two main alternative work roles for volunteers..... ____
18. We deliberately seek maximum compatibility of volunteer and client by asking and assessing both volunteer and client..... ____
19. In addition to intuition, we employ specific compatibility criteria such as home location, interests, sex, age, etc..... ____
20. Volunteers sign or explicitly assent to a work contract of specific time commitment over a maximum period of at least eight months..... ____
21. At least 90% of our volunteers are assigned and on the job no more than four weeks after the end of pre-service training..... ____

THE VOLUNTEER COORDINATOR

22. We have a regular position of Volunteer Coordinator or Director..... ____
23. He or she feels he has enough time to do the job adequately..... ____
24. Volunteer Coordinator is suitably paid..... ____
25. Our Volunteer Coordinator has attended at least three days of training institute-conferences, also has read at least 150 pages in this specific area, in the past year..... ____
26. Our Volunteer Coordinator has an office near other staff and is regularly invited to attend staff meeting at the supervisor level..... ____
27. Not more than 40 volunteers fore each direct supervisor of volunteers..... ____

NATIONAL INFORMATION CENTER ON VOLUNTEERISM
P. O. Box 4179 - Boulder CO 80306
303-447-0492

VOLUNTEER PROGRAM

S C O R E C A R D

Want to see how you're doing? Below are some representative questions to help you take the temperature of your program. Of course not all questions are equally relevant to all agencies, and you might even want to make up some of your own Scorecard questions.

Place two checks on each line if you're sure it's true for you..... _____

Place one check on each line if you're uncertain, or if it's only partly true ..... _____

Leave the line blank if it's not true for your program..... _____

Please be sure to look at all questions.

PLANNING

1. Spent at least three months planning our program, before it started, carefully consulting all relevant people ..... _____

2. During this time we looked into at least three national publications on the subject..... _____

RECRUITMENT AND SCREENING

3. We have written volunteer job descriptions, at least two paragraphs long ..... _____

4. Deliberately go out after the kind of people who can fill our volunteer jobs ..... _____

5. At least half of our volunteers are personally and consistently involved working directly with clients ..... _____

6. Definite plans or efforts to involve new types of people as volunteers: minority, younger, older, poor, etc. ..... _____

7. Before accepting volunteers we use and study a volunteer background registration form ..... _____

8. Each volunteer is interviewed at least once before acceptance ..... _____

MOTIVATION - INCENTIVE

28. Each volunteer has an I.D. card or lapel pin or other suitable agency identification..... ____
29. Certificates and/or volunteer recognition meeting at least once a year... ____
30. Regular or supervisor staff are also recognized for their leadership role in volunteer programs..... ____
31. Volunteers have a desk or other designated place to roost at agency..... ____
32. Provision for good experienced volunteers to move up in responsibility and status as volunteers, e.g. head volunteer, volunteer advisory board, etc..... ____
33. At least one of our ex-volunteers is now on regular paid staff..... ____
34. Of volunteers who complete training, at least two-thirds are with us at the end of a year (or their assigned hitch)..... ____
35. At least a third of our new volunteers are brought in by present volunteers..... ____

RECORD-KEEPING, EVALUATION

36. Within five minutes, we can tell you (a) exactly how many volunteers we have, and also (b) for any individual volunteer, current address, job and assigned client, if any..... ____
37. Volunteers are required to report at least once a month by phone or by report form and we enforce this..... ____
38. At least twice a year we systematically ask regular staff what they think of volunteer programs..... ____
39. Ditto, both volunteers and clients, what they think..... ____
40. Generally, volunteers are actively involved (e.g. advisory board) in decisions regarding their own volunteer program..... ____
41. We have a regular statistical-evaluative component supervised by a professional in the area..... ____

BUDGET, FINANCE

42. We prepare a regular, carefully considered budget for the volunteer program..... ____
43. We keep good account books and formal records on the program..... ____
44. At least one-half of our volunteer program funding is from local sources (including below)..... ____
45. At least one-half volunteer program funding is incorporated in regular state or local agency budget..... ____

PUBLIC RELATIONS

46. We have a newsletter for our volunteers, monthly or bi-monthly..... ____

47. Main (or only) local newspaper has at least three favorable articles or editiorials on volunteer progra, each year..... ____

48. At least one of those is not deliberately requested by us..... ____

49. Regular staff invited to talk on our program in town at least 10 times a year..... ____

50. Agencies or organizations in similar service areas have expressed approval of our volunteer program..... ____

SCORING YOURSELF: JUST COUNT THE CHECKS. Total Volunteer Program Score = _____

NAME_____ DATE_____ ORGANIAZATION_____

Your comments are welcome.

A. SCORECARD FOR VOLUNTEER COORDINATORS AND DIRECTORS

Scorecard is intended to be used by coordinators, directors, and supervisors of local volunteer programs. It provides a self-report of a sampling of standards for volunteer program administrative performance. This form is designed to apply generally to a wide variety of volunteer programs and, of course, only a sampling rather than an exhaustive enumeration of all standards are presented.

We suggest that directors or coordinators self-administer Scorecard every three to four months. Directors of new programs will find their programs' scores quite low, but the form itself can serve as a "standard setter" in itself. The form can be given to directors and their supervisors to compare their perceptions of the program; a spread of more than ten points is cause for concern. Also, Scorecard can be used to design a training session for volunteer directors or to help decide on the composition of workshop groups by simply administering it to the group and examining sectional scores.

B. SCORING

The scoring process for this form is very simple. Just count the number of checks in each of the nine sections, record each, and then record the total for all sections. These sectional and total scores are referred to hereafter as "raw scores."

C. NORMS

These norms are based on the responses of 474 people. The sample includes volunteer coordinators in a broad selection of programs from primarily the United States and Canada.

NORMS FOR TOTAL SCORES

"Raw Score" taken directly from Scorecard as per instructions:	You are higher than *approximately*:
0 - 25	5% of programs
26 - 32	10%
33 - 37	15%
38 - 42	20%
43 - 46	25%
47 - 50	30%
51 - 52	35%
53 - 55	40%
56 - 57	45%
58 - 59	50%
60 - 61	55%
62 - 63	60%
64 - 65	65%
66 - 67	70%
68 - 70	75%
71 - 73	80%
74 - 76	85%
77 - 80	90%
81 - 84	95%
85 - 100	You are in the top 5%

NORMS FOR TOTAL SCORES OF 50 - 65

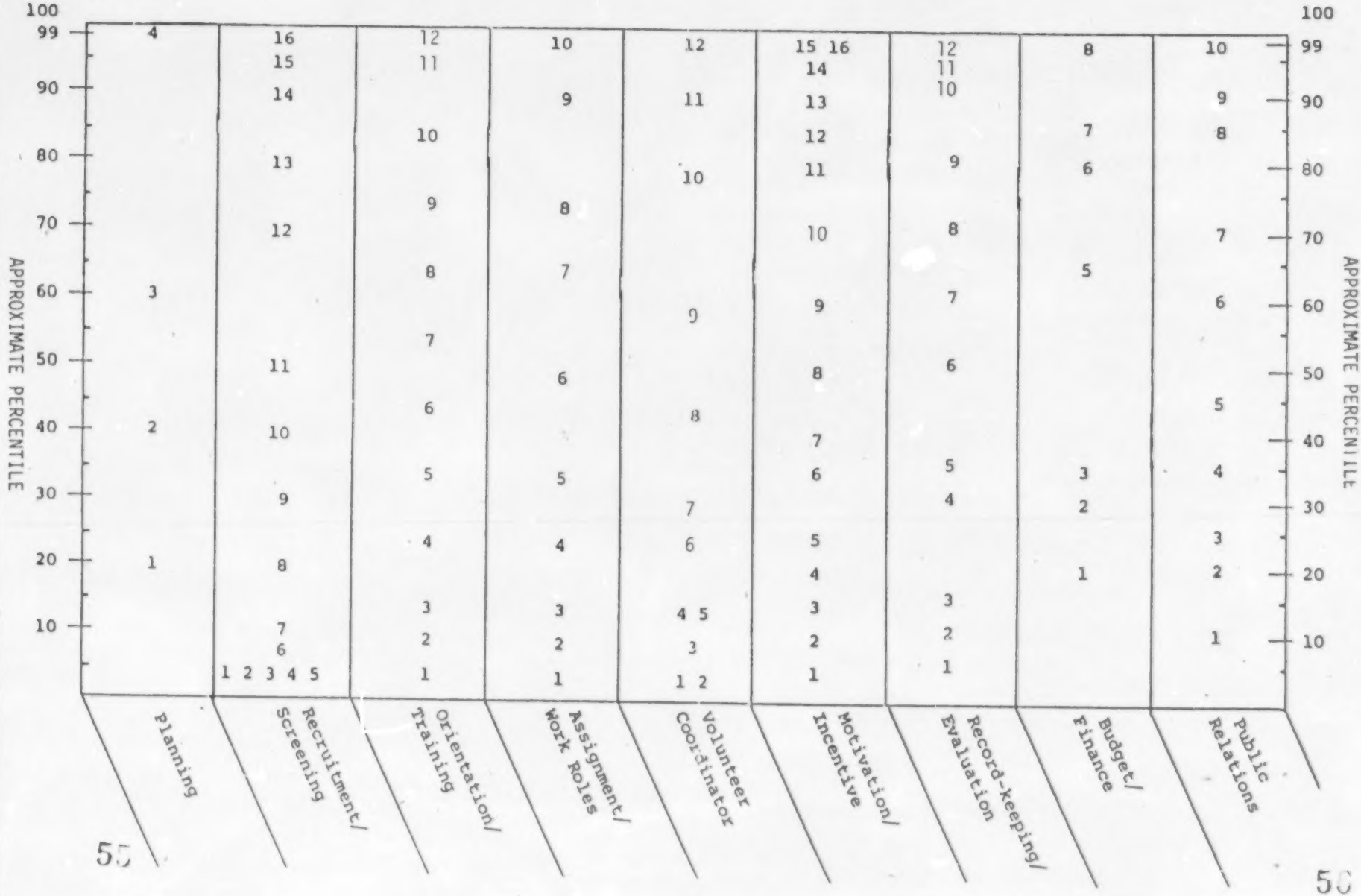
Raw Score	You are higher than *approximately*:
50	30% of programs
51	33%
52	35%
53	37%
54	38%
55	40%
56	44%
57	45%
58	48%
59	50%
60	53%
61	55%
62	59%
63	60%
64	63%
65	65%

Scorecard is divided into nine sections covering major volunteer program management functions such as Planning, Recruitment and Screening, Orientation and Training, etc.

After tallying each section of Scorecard, locate your raw score in each section of the following grid and circle it; connect the circled scores with straight lines. The resulting line graph will allow you to visualize the strengths and weaknesses of your program, and areas of needed development.

BASIC FEEDBACK SYSTEMS - SCORECARD

Analytic Norms



VOLUNTEER-STAFF RELATIONS DIAGNOSIS

For each question, rate your situation on a 5-point scale as follows: 5 = very good; 4 = good; 3 = fair; 2 = poor; 1 = very poor or unknown.

	Rating--5,4,3,2,1
1. The organization itself is stable, healthy, free of conflict and survival tensions.	____
2. The goals for increase in number of volunteers are realistic.	____
3. Staff receptivity to volunteers is carefully diagnosed, with emphasis on working with receptive staff, versus a "broadside" approach.	____
4. A system of concrete, specific rewards is built in, for staff evaluated to work productively with volunteers.	____
5. A similar system of rewards exists for volunteers who make strong efforts to work cooperatively with staff.	____
6. Volunteers are rewarded and recognized always in conjunction with their staff supervisor or associate.	____
7. There is a significant, well-planned program of staff orientation/training for the use of volunteers.	____
8. A significant well-planned part of pre-service volunteer training emphasizes sensitivity and sympathy to staff problems: "the nurturing of staff."	____
9. Roles of staff and of volunteers in the organization are clearly defined and distinguished, both generally and specifically.	____
10. At least a majority of volunteer roles and job descriptions are solidly based on those staff work assistance needs which volunteers are reasonably well motivated to help with.	____
TOTAL =	☐
TOTAL X 2 =	☐ .

STRATEGY NOTES

A. Concentration areas by number above (in order of priority): (__) (__) (__) (__)

B. Strategy notes on each (use more paper if needed).

(__)

(__)

(__)

(__)

WORKING WITH PEOPLE

A two-way communication process is essential in the establishment of working relationships. Often, with the enabling (helping) process, non-verbal communication is equally as important as verbal communication. You will establish positive relationships with people when you show:

1. Respect for the dignity of the person.
2. Trust in the individual.
3. Attitudes of care and concern for people.
4. Readiness to share purpose of visit or conversation.
5. Good listening habits.
6. Good observing techniques.
7. Offers of requested information or help.
8. Requests for needed information or help.
9. Sharing information on a realistic and truthful basis about what can be done, as well as what cannot be done.
10. Assurance of confidentiality when this is possible.
11. Recognition of the strengths of a person.
12. Encouragement for use of those strengths.
13. Recognition of helplessness of a person or situation.
14. Offer of appropriate help when and wehrever possible through the enabling process.
15. Permission of dependency.
16. Patience.
17. A sense of humor.
18. Ability to take criticism.
19. Ability to laugh at one's self.
20. Capacity for admission of mistakes.
21. Capacity for saying, "I don't know, but I'll try to find out."
22. Recognizing the feelings and attitudes that interfere.
23. Dependability (keeping one's promises).
24. Follow-up visits or telephone calls.
25. Greater conern for needs of person than for own needs in terms of time, convenience, etc.
26. Regard for people's physical and emotional well being.
27. Readiness to let people work out their own plans and do not impose yours.
28. Ability to offer alternatives.
29. Ability to let people set their own controls, not imposing yours.
30. Readiness to give praise whenever appropriate.

VOLUNTEER VIEWPOINT*

If you want my loyalty, interests and best efforts, remember that.....

1. I need a SENSE OF BELONGING, a feeling that I am honestly needed for my total self, not just for my hands, nor because I take orders well.

2. I need to have a sense of sharing in planning our objectives. My need will be satisfied only when I feel that my ideas have had a fair hearing.

3. I need to feel that the goals and objectives arrived at are within reach and thay they make sense to me.

4. I need to feel that what I'm doing has real purpose or contributes to human welfare--that its value extends even beyond my personal gain, or hours.

5. I need to share in making the rules by which, together, we shall live and work toward our goals.

6. I need to know in some clear detail just what is expected of me--not only my detailed task but where I have opportunity to make personal and final decisions.

7. I need to have some responsibilities that challenge, that are within range of my abilities and interest, and that contribute toward reaching my assigned goal, and that cover all goals.

8. I need to see that progress is being made toward the goals we have set.

9. I need to be kept informed. What I'm not up on, I may be down on. (Keeping me informed is one way to give me status as an individual.)

10. I need to have confidence in my superiors--confidence based upon assurance of consistent fair treatment, or recognition when it is due, and trus that loyalty will bring increased security.

It really doesn't matter how much sense my part in this organization makes to you--I must feel that the whole deal makes sense to me!

*By J. Donald Phillips, President of Hillsdale College, Hillsdale, Michigan

South Ocala Elementary School
2831 S.E. Lake Weir Road
Ocala, Florida 32670

Dear Volunteer,

The faculty and staff at South Ocala Elementary School join with me in thanking you for your many hours of dedicated service as a school volunteer. Without your services, our school clinic could not operate. Teachers and students alike enjoyed and benefited from the services of our classroom assistants and tutors. Our children received many experiences through resource people that our teachers alone could not have provided.

Words alone could not express our appreciation for your hours spent helping our children. We appreciate your sincere interest shown in the students and our school.

Sincerely,

Chas. M. McAulay, Jr.

Charles M. McAulay, Jr.
Principal

CMMA:vv

SOUTH OCALA ELEMENTARY SCHOOL

Date_____

Dear Parent,

Your child_____has been chosen to participate in the Reading Tutoring Program at South Ocala Elementary. Each Monday and Thursday a trained parent tutor will meet your child for a 20 to 30 minute reading session. Trained teachers will provide phonics and language arts activities for your child through his or her tutor. This individual attention and skill practice should be beneficial to your child. We will keep you informed on his or her progress.

Thank you for your cooperation.

Deborah McBride
Resource Teacher and
Tutor Program Coordinator

SOUTH OCALA ELEMENTARY SCHOOL

Date_____

Dear Parents,

We have a new helper in our room. His/Her name is _____. He/She will be helping us learn this term.

Under our teacher's direction Mr./Mrs. _____ will listen to us read stories, help us with our math facts, and work at our Learning Centers.

Please visit our classroom someday soon. We would like you to meet our volunteer. We're so glad to have him/her.

Sincerely,

The Boys and Girls in Room 1C

SOUTH OCALA ELEMENTARY SCHOOL

Date_____

Dear Parents,

We are delighted to announce that volunteer parents will be assisting us in many ways this year at South Ocala.

Volunteers are assisting teachers in the classroom, working in the library, offering enrichment lessons on their hobbies and careers, and helping children in need of our clinic services. Our volunteer helpers are truly appreciated by students and staff. They're a super group of people!

If you see one of our volunteers, say thanks! If you would like to volunteer some time to help your children, please call the school office.

Sincerely,

The Staff

Who's Who in Volunteerism

Dr. Linda A. Dubaldi, Coordinator
School Volunteer Programs
Florida State Department of Education
Tallahassee, Florida 32304
(904) 487-1636

Mrs. Karen May
Volunteer Service Bureau
511 S.E. Third Street
Ocala, Florida 32670
(904) 732-4771

Florida Office of Volunteerism
1317 Vinewood Boulevard
Bldg. #1, Room 217
Tallahassee, Florida 32301
(904) 488-1391

National Information Center on Volunteers
Post Office Box 4179
Boulder, Colorado 80306
(303) 447-0492

National Center for Voluntary Action
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 797-7800

Local Contact Person:

Ms. Deborah McBride
South Ocala Elementary
2831 S.E. Lake Weir Road
Ocala, Florida 32670
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